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## ACTIVITY REPORT

### **-Type of activity**

Letter-Exchange in a Foreign Language (Spanish)

### **-Partners/Countries involved**

Italy and Spain

### **-Who are the Pupils & Teachers and what are their characteristics in the frame of the Project targets?**

ITALY: Salvatore Nizzolino, Spanish Teacher in 6/7/8<sup>th</sup> grade – He involved 3 courses of the 6<sup>th</sup> grade and 3 courses of the 7<sup>th</sup> grade, almost 140 students. They study Spanish as a Second foreign language.

SPAIN: Diana Cole, Teaching Spanish, Maths, History, Geography, Arts, Civic Edu. in Primary grades. She involved 6 courses, almost 140 pupils. They are almost all native Spanish speakers.

### **-What is the desired improvement we want to introduce in our education routine?**

Have Italian kids using Spanish as a second language to perform real life tasks that provide the learner with opportunities to connect directly with the real world; very different from an usual simulated task.

Have the Spanish kids getting in touch with real material (paper letters) written by foreign pupils learning Spanish. Give them the awareness to be an opportunity for foreign learners to exchange a piece of experience with native speakers.

### **-What types of learning/teaching habits we are encouraging?**

For Italian kids: considering the foreign language as a Real World tool, something useful to interact with real people in other countries.

For Spanish kids: encourage foreign students' learning; growing their awareness to be an opportunity to other people.

### **-What are the delivery options?**

Paper Letters written through guidelines; possible content-customization; personal decorations.

### **-What Pedagogical/Learning Theory considerations can we apply?**

Real World Task - It is a style of learning that encourages students to create a tangible product to be shared with their world. Once an educator provides a motivational challenge, they nurture and provide the necessary criteria, planning, timelines, resources and support to accommodate student success. The teacher becomes a guide on the side or an event manager, a facilitator not a dictator. Processes become the predominant force and the content collected is organized appropriately into portfolios. Authentic learning engages all the senses allowing students to create a meaningful, useful, shared outcome. They are real life tasks, or simulated tasks that provide the learner with opportunities to connect directly with the real world.

### **-What is the timeline for Task/Activity completion?**

7 weeks = Nov/Dec 2017 > Italian kids write and send the first letter > Jan 2018 Spanish kids reply.

### **-What level of awareness & involvement of the school community and other stakeholders?**

In every class kids were told to inform their families in order to have a feedback about the task. Other colleagues were informed as well, in order to highlight general motivations or possible lack of interest towards such a special activity.